11.35am
Session 1A Bldg S07 Room 2.16
Building connections through integrated ePortfolio curricula
Jessica Tsai University of Queensland

Due to the expectations of industry to employ accomplished graduates in competitive environments, students need discipline knowledge connected with what they learn at through professional development opportunities and experience. EPortfolios provide a way to facilitate this learning/experience connection for students so they can develop their unique identity or 'personal brand'. The use of ePortfolios, however, can tend to be used in a siloed way, commonly for reflective practice, which in itself is a noble activity. Others use it for accreditation requirements, or for showcasing for employment. We present a heuristic framework that identifies four key models of ePortfolio use: Developmental; Collaborative; Reflective; and Showcase that can be scaffolded (exposure, immersion, competency to mastery) across the curriculum in a program of study, dependant on discipline needs. We envisaged that students should experience an integration of all models to establish personal branding and to able to build professional connections.

11.35am
Session 2A Bldg S07 Room 2.17
Building a scalable ePortfolio-based assessment strategy to connect learning experiences – preliminary lessons
Helen Wozniak, Shari Bowker University of Queensland

The development of professional expertise in medicine requires a lifelong commitment to education. During university training medical students encounter a wide variety of practical experiences making it difficult for them to monitor and evaluate their development towards clinical competence. The use of an eportfolio to collate feedback about their assessed performance can assist in making clearer connections between these experiences and aid in the transition to novice practitioners. Over the past year the University of Queensland's medical program has been refining their approach to assessment in the clinical learning environment and has trialled the use of an eportfolio to manage the delivery of workplace-based assessments (WBAs). This paper outlines the design stages undertaken as well as the roadblocks that have been navigated concluding with an overview of the key lessons that emerged during the early stages of eportfolio adoption.

11.35am
Session 3A Bldg S07 Room 2.18
Keynote Q&A session - Dawn Bennet Curtin University

Join Day One Keynote, Dawn Bennett in a Q&A session about Dawn's presentation as well as her academic work.

12.00pm
Session 1B Bldg S07 Room 2.16
Using Behance as an ongoing tool to enhance student's industry networks and connections
David Sargent Griffith University

Behance is the leading online platform where graphic designers can showcase and discover creative visual work. Billed as place where the creative world can update their work in one place to broadcast it widely and efficiently, Behance is designed to remove the barriers between talent and opportunity.
In our new Bachelor of Design, Behance has been introduced as the common ePortfolio submission point for all final project assessments. The purpose of this is to encourage students to build a professional portfolio over time, using works as they are created throughout their second and third year. The portfolio of works are collated over the course of a student's study and displayed publicly for ongoing comment and discovery. Students are able to leverage Behance's unique position at the epicentre of the creative community to facilitate meaningful collaboration and cross-pollination between creative individuals and organisations.

12.00pm
Session 2B Bldg S07 Room 2.17
The role of professional staff in the implementation of an ePortfolio system
Chris Campbell, Heidi Blair Griffith University

A university-wide ePortfolio implementation is a major undertaking and requires support of all key stakeholders. At Griffith University a university-wide implementation occurring throughout 2017. One group of key stakeholders are the Blended Learning Advisors (BLAs) and the Educational Designers (EDs), who work specifically with the academics in various ways across the university. The BLAs and EDs, both centrally and in each academic group thus had a major role to play throughout the implementation. This paper will describe this important role and will also present data collected from interviews with 11 BLAs and EDs. Data was coded for emerging themes and will be presented. Findings include that the BLAs and EDs were well supported throughout the implementation and this then allowed them to work confidently and successfully with academics across the four academic groups.

12.00pm
Session 3B Bldg S07 Room 2.18
Design heuristics to consider when transitioning across ePortfolio systems (Mahara to PebblePad): Wins, losses and reflections
Michael Sankey Griffith University

In recently changing universities the author has had to transition from being a regular Mahara user to now being a regular PebblePad user. In making this transition there have been a number of insights gained as to the affordances, or otherwise, of each of these systems. This presentation will attempt to offer an unbiased view of each system, from the users' perspective, with a view to providing advice and guidance as to the different approaches required for each system. However, as an experienced user of an ePortfolio, the author, in making this transition, has developed a suite of design heuristics that can be adopted for use by other users' (of either system), as a way to generate, promote and maintain a significant public profile.

12.25pm
Session 1C Bldg S07 Room 2.16
How do final year business students perceive that ePortfolios enable employability
Alf Kuilboer James Cook University

In recent years across all disciplines in the higher education sector, universities have experienced a significant emergence in the use of electronic portfolios (ePortfolios) within degree courses, with the primary focus on students capturing evidence of skills to enhance their career preparation and employability prospects. This study used a survey to explore how final year business students from a regional Australian university perceive ePortfolios as contributing to their employability. Overall results indicate that students have a strong positive perception and understanding of ePortfolios and in their future career prospects. Most students noted the purpose of an ePortfolio to specifically reflect experience, skills, resume and evidence all these indicating strong links to the preparation for employment. Additionally, most students agreed that using the Pebble Pad ePortfolio system was easy to use and that it helped them make connections between ideas. The paper concludes with several recommendations and further research suggestions.

12.25pm
Session 2C Bldg S07 Room 2.17
A new concern: Ethical decision making in students' secondary use of data from their ePortfolios
Christine Slade University of Queensland
Misty Kirby Charles Sturt University
Terri Downer University of the Sunshine Coast
Marie B. Fisher Australian Catholic University

Familiar areas of ePortfolio use by students include assessment, reflection and evidencing professional competencies. With an increasing emphasis on graduate employability across higher education, students are also encouraged to showcase their professional identity to virtual audiences not necessarily known to them, through social media and online settings. Despite, the benefits of this wider use, there can be unintended consequences for the ePortfolio user and others they work with, including vulnerable groups like children, patients or clients. Current ePortfolio literature discusses ethical issues for the user, such as privacy and protection of data in an online environment but, as yet, has only limited discourse about privacy, consent and confidentiality of secondary use of others' data. In response, this paper provides samples of ethical decision making scenarios that students may face in using ePortfolio information in social media or other online platforms as a practical resources for educators.

12.25pm
Session 3C Bldg S07 Room 2.18
Scaffolding reflective writing for the portfolio of evidence
Jennifer Masters University of Tasmania

The 'Portfolio of Evidence' (PoE) is a requirement for every pre-service teacher in Australia. At UTAS, the concept is introduced to beginning students and is systematically embedded across units and semesters through assessment tasks. While the portfolio approach is well-aligned with teacher education, students can become over-whelmed with the perceived enormity of the task and develop the perception that the PoE is difficult and time consuming.

This paper reports on an initiate to target 'reflective writing' as the key to portfolio success. The students are supported to write reflectively through a progressive workbook that breaks the process down into logical steps. This workbook culminates in a reflective report which is then submitted as a foundation artefact for the PoE. If a student can learn to reflect naturally and confidently on evidence, the process is likely to become second-nature and the PoE will become a strong representation of their learning journey.